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ABSTRACT

Career education activities for use in Grade 3 are presented in the document. Behavioral objectives for the following subject areas are provided: art, homemaking, language arts, math, music, physical education, resource people, science, social studies, and workshop abilities. The bulk of the document consists of seven units of activities focusing on the following career concepts: (1) people need to work to preserve and advance society; (2) people work for rewards and satisfaction; (3) there are rules for all kinds of work; (4) all kinds of work are interdependent and should benefit society; (5) attitudes and personality factors have an effect on work, performance, and success; (6) all work has dignity and is worthwhile; (7) all work involves the production of goods or services; (8) most kinds of work need some skill or training; (9) all people can and should contribute their particular talents and capabilities to the world of work; (10) people should adapt to technological and sociological changes which create or eliminate work; (11) environmental and cultural factors determine the kinds of work available; and (12) man's work affects his way of life. Each unit contains several activities keyed to the subject areas. An index and correlation chart are included. (EC)

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ED120372

CAREER EDUCATION
in Appalachian Maryland

AWARENESS

ELEMENTARY
SUPPLEMENTAL ACTIVITIES
LEVEL 3

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CEOC 61475

RATIONALE FOR ELEMENTARY CAREER EDUCATION

The following statements provide some of the justifications for inclusion of career education in elementary programs.

1. Every experience from early childhood to maturity contributes to career choice.

2. Children can see a positive relationship between school and the world of work through career awareness education.

3. Today, elementary children learn more and learn faster than any comparable group in history and are, therefore, ready for learning the foundations of career decision making.

4. Occupational choice results from acquired behaviors and experiences during the formative years of childhood and adolescence.

5. Children are capable of learning about what work is and how the world of work might shape their thoughts, abilities, attitudes, and interests through career education.

These supplemental Career Education activities were developed by a Task Force of thirteen creative and dedicated elementary teachers under the direction and leadership of Project Elementary Career Education Coordinators. The work was done within the guidelines established for the Model Career Education Project located in Washington County, Maryland.

The total project is a joint effort of the U.S. Office of Education, the Maryland State Department of Education Division of Vocational-Technical Education, and the Washington County Board of Education. Major funding sources include U.S. Office of Education, Part D Research and Development Funds and Part C Exemplary Funds.

During the 1972-73 school year these activities were piloted in four elementary schools in Washington County and feedback information was provided by numerous teachers in these schools for revision purposes. This final compilation of K-5 activities has been completed under the direction of Mrs. Margaret Callas and will now be available to all elementary schools in Washington County and to surrounding counties in Appalachian Maryland.

This work is just a part of our plan for Career Education K-adult, however, the elementary program plays a most important role in a systematic meaningful approach to the Career Education Concept.

James W. Wilson

James W. Wilson
Career Education Project Director

The purpose of this guide is to acquaint third grade teachers with activities and suggestions coordinated with the present Social Studies Series. (Harcourt, Brace and Jovanovich)

This guide has been planned with the idea that elementary age level children are able to find out (discover), that people work for various rewards or satisfactions, work has dignity, some workers produce goods while others produce services, technological and sociological changes eliminate and create jobs, and geographical location determines the kinds of work found there.

By using this guide with the curriculum, students will be motivated to participate in activities which will expand their concept of the "world of work", and develop a positive attitude toward themselves, their school, family and community, and realize that all work has dignity and is important.

After using each unit of the guide we encourage you to evaluate and add any additional activities that would be of value to the guide.

Elementary Career Education Task Force

Gloria French
Pat Maynard

ELEMENTARY CAREER EDUCATION TASK FORCE
WASHINGTON COUNTY

Career Education Concepts

1. People need to work to preserve and advance society.
2. People work for rewards and satisfaction.
3. There are rules for all kinds of work.
4. All kinds of work are interdependent and should benefit society.
5. Attitudes and personality factors have an effect on work, performance and success.
6. All work has dignity and is worthwhile.
7. All work involves the production of either goods or services.
8. Most kinds of work need some skill or training.
9. All people can and should contribute their particular talents and capabilities to the world of work.
10. People should adapt to technological and sociological changes which create or eliminate work.
11. Environmental and cultural factors determine the kinds of work available.
12. Man's work affects his way of life.

BEHAVIORAL OBJECTIVES

The following behavioral objectives provide a means for evaluating this program. In addition they may be utilized by the classroom teacher for the purpose of individualizing the program, and improving instruction. They are meant to be flexible in that several activities may evolve from one objective. They have been listed according to subject areas but are interchangeable, and maybe utilized according to the teacher's needs.

Art

1. Given various art media and a stimulating environment, the student will create a visual art product.

2. Given basic materials, instruction and proper environment, the student will construct a project of his choice.

3. Given a project at the beginning of the school year, involving a high degree of muscle coordination together with related activities throughout the year, the student will show improvement on the same project at the end of the school year.

4. Given the instruction on proper use of different materials and media, a student will demonstrate the skills involved, to the satisfaction of the evaluator.

5. Given a color wheel containing the primary and secondary colors, the student will discriminate between primary and secondary colors and their relationship to each other.

6. Given a project relating to size and shape, the student will analyze the situation and select the proper item for completion of the project.

Homemaking

1. Given specific directions for a self-directed project, the individual will be able to make the desired product.

2. Given a task, the student will be able to determine the need for the best routine, to accomplish the job in an efficient, organized and workable manner.

3. Given an assigned task, the student will complete the assignment, according to criteria that has been previously established.

4. After discussing the family, the student will form an opinion of the importance of each member's role to the welfare of the family.

5. Given the basic needs food, shelter and clothing the student will investigate their importance for his survival by using available resources.

6. Following an oral discussion and related activities, the student will cite examples from daily experiences of customs, attitudes, values and mores.

7. Given a list of safety and health habits, the student will determine those beneficial for his well being.

8. Given a background of material about a mechanical device, the student will employ this information for the use, care and maintenance of this equipment so it operates properly.

9. Given resource material, the student will identify and employ the vocabulary related to the task.

Language Arts

1. Given the instruction for the development of skills ir listening, speaking, reading, thinking, writing, researching and interviewing, the student will fill out a job application, ask questions, participate in an interview or write a letter for the purpose of acquiring information or pursuing a job.

Math

1. Given various experiences regarding budgeting, the student will be able to make and manage a budget, according to his earnings. (real or hypothetical)

2. Given a background of knowledge of time and its value, the student will be able to apply this information to his daily experiences.

3. Given facts about the use and value of money, the student will be able to devise a system for money management, geared to his socio-economic background.

4. Given the fundamentals of weights and measures, the student will demonstrate his ability to use this knowledge accurately, according to the assigned task.

5. Given the skills necessary for consumer shopping, the student will be able to compare quality and quantity of items with price.

6. Given the general information of public expenses, the student will conceive the necessity for income tax, as it applies to his situation.

7. Given the opportunity to engage in a small business, the student will be able to employ techniques necessary to insure some measure of financial or personal success.

8. Given the general information regarding various types of insurance, the student will conceive the necessity for an insurance plan, as it applies to his situation.

9. Given a pay check to interpret, the student will be able to ascertain whether the amount received is in proportion to services rendered or goods produced, with 50 per cent accuracy.

Music

1. Following an independent study of the works of famous musicians and composers, the student will state in written or oral form, how it affects him as a child.

2. Given guidance and a chance to make a musical instrument and play it, the student will demonstrate it to an interested listener.

3. Given an opportunity to become familiar with numerous rhythms, games and work songs, the student will demonstrate an activity, to the best of his ability.

4. Given situations outside the classroom, the student will select and record everyday sounds that have some type of musical composition.

5. Given a selection of recordings from other countries, the student will list the similarities and differences, as compared to music of his interest.

6. Given an opportunity to choose a rhythmic activity either in a group or independently, the student will originate an interpretation.

7. After a series of classroom activities related to music appreciation, the student will choose the musical entertainment that fulfills his intrinsic needs.

Physical Education

1. Following numerous planned physical activities, the student will be given the opportunity to develop perceptual and kinesthetic skills in order to build a more secure body image according to individual ability.

2. Following investigation of professional athletes, the student will be able to list attributes of good sportsmanship and the necessity for rules and teamwork.

3. Given a list and description of various recreational activities, the student will select and evaluate those that best suit his interests, time and ability.

Resource People

1. Given an opportunity to interview, a resource person from each job cluster, the student will form an opinion and/or ascertain the advantages and disadvantages, amount of training, skills required, opportunities for advancement, work environment, and echelon of authority, pertaining to the job.

2. Given an opportunity to go on field trips, the student will determine by observation, the need for different workers, the demands for certain jobs, the interrelatedness of jobs, equal opportunity involved in the occupations.

3. Given a list of jobs, the student will be able to differentiate between those producting goods and those producing services.

Science

1. Given a demonstration of some aspect of space exploration, the student will ascertain the impact of recent discoveries upon everyday life.

2. Given the relationship of science to work, the student will account for new jobs and changes in existing jobs in the labor market.

3. Given the opportunity to observe or participate in a project related to ecology, the student will illustrate an aspect of conservation, as it applies to the environment.

4. Given a situation that includes materials and resources needed for an investigation, the student will formulate a process for achieving a previously established goal.

5. Given the opportunity to explore a variety of media for the purpose of creating some useful or meaningful result, the student will discover the fact that inventions are usually the result of experimentation.

Social Studies

1. Given a designated community environment, the student will determine the kinds of work available in each job cluster.

2. Given appropriate information, the student will compare his family life style with other culturally or ethnically different groups.

3. Given historical information from resource materials, the student will ascertain the effects of past culture upon the present and hypothesize about the future.

4. Given the fundamental skills of using maps and graphs, the student will identify the occupations that exist in certain geographical regions.

5. Given the opportunity to draw from background experiences, the student will state in written or verbal form ways of adjusting to a changing society.

6. Given the socio-economic status of various occupations and their salary ranges, the student will rank the work according to possible monetary gain, classify work according to its level of intrinsic gain and list the luxuries many families may be able to afford today.

7. Given the opportunity to work in a group and formulate procedures necessary for efficient organization and management, the student will compare the problems encountered with the need for standards in the home or community.

Workshop Activities

1. Given adequate work space, guidance, materials and organization skills, the student will employ his mechanical ability and interest for the completion of some desired product, according to established safety standards.

Art

Creative Ability
Imaginative Ability
Construction
Muscle Coordination
Using Art Materials
Color
Mechanical Ability (models, parts, etc.)
Discriminating - size, shap

Homemaking

Following Directions
Sequence
Organized Routine
Responsibility
Vocabulary
Consumership
(unit price, comparison, shopping, ads, labels, exchanging)
Awareness of family needs
Basic Needs
(food, clothing, shelter) (roles of family members)
Customs, Attitudes, Values, Mores
Safety and Health
Nutrition

Language Arts

Listening (Directions) - (trips) for information
Speaking - Oral Interview, Fluency
Reading - Job Applications
Writing - Job Applications
Thinking - Asking questions
Research skills for finding about different jobs
Poems, puzzles, riddles
Letter writing
Interviewing
Communication
Audio and Visual Equipment

Math

Interpretating the paycheck
Budgeting
Income Tax
Comparative prices
Punching time clocks
Organization/value of time
Banking, Checking, value of money, interest, savings, loans, stocks
Weights and measurements (Clothing sizes)
Developing a business
Insurance
Allowances

Music

Work Songs and Games
Famous Musicians
Instruments (Playing and Making)
Rhythm and Coordination
Listening for Sounds
Entertainment and Leisure Time
Universal Language
Creative Expression (Singing and Dancing)
Songs about Working and/or Workers

Physical Education

Large Muscle Coordination
Body Image
Special Relations
Tactile
Eye, Hand, Foot Coordination
Famous Athletes
Recreation and Leisure Time
Sportsmanship

Resource People

Skills Required
Amount of Training
Salary
Demands for certain jobs
Awareness of types of jobs
Work Environment
Equal Opportunity
Advancement
Advantages or Disadvantages
Need for different workers
Interrelatedness
Levels of jobs
Differentiate between jobs that produce Goods and Services

Science

Space exploration
Relationship of science to work
(Technology and concepts)
Availability of new jobs
Investigation process
Ecology
Experimentation

Social Studies

Environmental effects on type or work
Culture (Past, Present, and Future)
Family and Community Life Styles
Map Skills
Graphs
Minority Groups
Work interdependence
Leadership
Government (rules)
Economics
Sociological effect

Workshop Activities

Mechanical Ability
Organization Skills
Resource materials
Work Space
Knowledge of and use of tools and machinery
Instruction
Safety

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 1 Lesson # 1

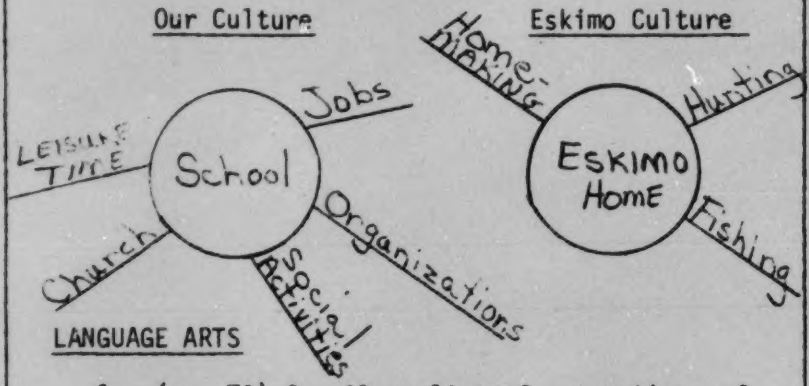
Career Education Concepts: All people can and should contribute their particular talents and capabilities to the world of work.

Environmental and cultural factors determine the kind of work available.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

ART

1. (pg. T10) Comparison Bulletin Board- Our culture to show school as focal point; Eskimo culture to show home as focal point.



LANGUAGE ARTS

1. (pg. T9) Compile a list of occupations of parents in the class. Children should be able to write place of work and tell what their parents do in a simple description. This could be put together in a form of a "book".

2. Compose orally or in written form an essay on "What Life Might be Like Without the _____" (pharmacist, school custodian, carpenter, beautician).

SOCIAL STUDIES

1. Bulletin Board - Develop a bulletin board around parents' occupations. Children can either cut out pictures from magazines or draw pictures of their own.

2. Children can interview parents concerning their occupation.

Interview Method

Suggested interviewing questions:

1

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 1 Lesson # 1

Career Education Concepts: All people can and should contribute their particular talents and capabilities to the world of work.

Environmental and cultural factors determine the kind of work available.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	1. What is the name of your job? 2. What do you actually "do"? 3. What kind of personal qualities are required? 4. What kind of training is necessary? 5. Why do you think yourjob is important? 6. What personal satisfactions do you receive from your job? 7. Your job is dependent on what other workers? 8. What tools do you use? 9. What part of your job do you like best? 10. What part of it do you wish you didn't have to do? 11. Who depends upon your work? 12. When does your boss compliment you? 3. (pg. TH1) Pantomime - Choose one child to pantomime the work activity in a given occupation. Example: electrician, carpenter teacher, nurse, astronaut, etc. Have others guess the work. 4. (pg. TH1) List (5) things found in your parents work environment that you do not have in your home or school environment. Discussion should follow.	

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 1 Lesson # 2

Career Education Concept : Environmental and cultural factors determine the kinds of work available.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

HOMEMAKING

1. (T-15) Role Playing - Occupational fashion show - types of clothing worn for each job chosen for show.

SCIENCE

1. (T-15) Brain Storm - Brain storm in small groups or as a class to come up with ideas for new inventions to make life easier. Have each group draw a picture of its idea or ideas.

SOCIAL STUDIES

1. (T-13) Resource Person who has traveled to a cold climate (Alaska). Relate his experiences and observations.

2. (T-14) Simulation - Set up a trading post where children learn to trade items they no longer want, considering value for value, to show how the Eskimos traded. (Purpose: to help the children discover relative price differences between commodities, the awkwardness of the barter system and the greater choice of goods they have when they are buying. What is the difference between trading and buying with money?)

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 1 Lesson # 3

Career Education Concept : All people can and should contribute their particular talents and capabilities to the world of work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

LANGUAGE ARTS

1. Write a story on your strengths and weaknesses and what you can do to improve them.

2. Research
Research work opportunities for persons of various races, creeds, and sex and those which require various physical characteristics. Want-ads can be used.

3. Books
Have class read simple biographies of famous people. Discuss if early talents became part of their later work. Could be developed into a center using informative book jackets.

SOCIAL STUDIES

1. (T-18) Discussion
After an investigation into physical traits a discussion could center around the question: "How do physical traits affect the type of work one does?" Example: A pilot must have perfect vision; an airline stewardess cannot be over weight or too tall,etc.

2. Activity Sheet
Complete the activity sheet "Whom Do I Look Like?"

3. Game
Matching physical traits (flannel board, magazines, pictures, children's own drawings, potato head, styrofoam, go together puzzles).

4. Discussion of Handicaps and Limitations
Use such people as Franklin Roosevelt and Helen Keller as examples. Use this discussion as a starting point for helping children recognize their own limitations. Refer back to their discussion of physical traits and find limitations such as: glasses weight, poor coordination, left-handedness, allergies, etc. Discuss how these limitations could affect a vocational choice. Teacher should help children realize that everyone has some degree of difference. Strengths compensate for these weaknesses.

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 1 Lesson # 4

Career Education Concept : People should adapt to technological and sociological changes which create or eliminate work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	LANGUAGE ARTS 1. (T-24) Research, Interview, Dramatization, Time Line Choose a category of work, using one of the methods suggested, collect information for culminating activity. (Example: Nurse-interview to find how nursing began and how it has evolved to the present.) SOCIAL STUDIES 1. (T-25) Creative Writing Write stories, poems about jobs that people do. Use work songs to enhance the writing. (Songs such as: I've Been Working on the Railroad, This is the Way We Wash Our Clothes, etc.). Original songs may be written to stimulate interest and support creative writing.	

CAREER EDUCATION ACTIVITY SHEETS

Level 1 Unit 3 Lesson # 5

Career Education Concept : Most kinds of work need some skill or training.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	ART 1. Art Activity Boys and girls in the class might enjoy designing the "dash board of a car". HOMEMAKING 1. (T-26-27) Center Learning to set the table - Example: Explain how to set the table on a tape. After the child listens to the directions have available place mat, spoon, fork, knife, plate, glass, and napkin. Now set the table. Teacher can either check work or the child can make a drawing showing what he has learned. What line of work might this skill be useful? This can be discussion--or the child could draw a picture and write a sentence about the picture. LANGUAGE ARTS 1. Role Play learning to drive. RESOURCE PEOPLE 1. (T-28) Who will teach you to drive? Invite a Driver's Education teacher to speak to the class. Examine his car. 2. Invite resource people to speak to the class about different occupations. 3. Walking Trips If a home is being built near your school, ask the foreman if you might bring your class. Carpenters and brick layers could give a demonstration of their work. If you live within walking distance of a bakery, tannery, etc., ask for a tour.	

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CAREER EDUCATION ACTIVITY SHEETS

Level 1 Unit 3 Lesson # 5

Career Education Concept : Most kinds of work need some skill or training.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	4. Continuous Scrapbook of Workers Add the social scientist to the continuous scrapbook of workers. Discuss and list his duties, personal qualifications and training.	

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 1 Lesson #

Career Education Concept : Suggested Filmstrips and Films useful with Unit 1, from handbook of Washington County Resource Center - Social Sciences: Concepts and Values

Check Activities Used	Suggested Activities			Teacher Comments And Suggested Changes
	16 mm Films			
	Box	Film	Title	
		3	Alaska	
		95	Life in Cold Lands	
		96	Life in Hot Wet Lands	
		113	Norwegian Children (Lapland	
		257	Are Manners Important?	
		89	Laplanders	
	Filmstrips			
		441	Canada: Lands of Few People	
	7	553	Eskimo Children	
		429	Safe and Sound at School	
		440	Safety on the Street and on Vehicles	

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 2 Lesson # 1-6

Career Education Concept : People need to work to preserve and advance society.

Suggested activity to extend through complete unit.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

SOCIAL STUDIES

Divide the class into two groups:

1. Physical Geographers (T-85)
   a. Physiographers
   b. Meteorologists

2. Cultural Geographers (T-85 and T-170)
   (Study of the adaptations man has made to his environment)

Each group should record information in his category as the unit is studied. At the end of the unit the information may be shared as a Bulletin Board, Center, Role Play or any other method better suited to your particular classroom situation.

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 2 Lesson # 1

Career Education Concepts: Man's work affects his way of life.

All work has dignity and is worthwhile.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

LANGUAGE ARTS

Game (Alphabetical Order)

1. The children might play a game to see how many different occupations they can name in alphabetical order. The class is divided into two teams. The first child on each team names an occupation beginning with A, the second names an occupation beginning with B, and so on. If a child misses he takes his seat, when the teams have gone through the alphabet, the team with the most players left wins the game.

SOCIAL STUDIES

1. Map - Make a neighborhood map - Locate your home - locate parents' place of employment. Suggestions: Place a pin to identify location of home. Run yarn from home to father's place of employment and mark with a pin. If father's place of employment is outside of Map bounds, run yarn off map in direction father travels.

Note: Map study skills may be utilized extensively throughout Unit 2.

2. Discussion: What workers are involved in making maps and globes?

3. Collection: Have students collect and mount pictures showing workers that need to use maps in their work. People who need to be able to read a map: taxi driver, tourist, housewife, pilot, truck driver, visitors to a new city, you.

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 2 Lesson # 2

Career Education Concept : Environmental and Cultural factors determine the kinds of work available.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	RESOURCE PEOPLE 1. Resource People - People in the community who have lived or traveled in climate areas different from ours. (How do people manage to work in places that are very dry or very wet? SOCIAL STUDIES 1. Game - If you were moving to (name specific area) would the change of climate effect the type of work your father or mother would do?	

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 2 Lesson # 3

Career Education Concept : Environmental and cultural factors determine the kinds of work available.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	ART 1. Research, Mural, Diorama - The type of work that is done in each climate area. SCIENCE 1. If you have access to a Weather Station your children could learn how to read the instruments and record the daily weather. Then compare the accuracy of their readings to actual weather conditions. Also compare daily readings with the professional weather reports on T.V. and Radio. SOCIAL STUDIES 1. (P. T-65) Discussion, Illustration - What types of work depend upon water? Note: Resource People and Personal Observation could also be used here.	

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 2 Lesson # 4

Career Education Concept : Man's work affect his way of life.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	ART 1. (P. T-17) Art Activities, Magazine Cutouts- How our physical surroundings affect leisure time activities. Are leisure time activities influenced by the types of jobs people do? Make drawings, use snapshots, magazine cutouts to make a display of these activities in our community - show any relationship to jobs. SOCIAL STUDIES 1. (P.T-72) - Field Trip, Resource Person - How physical surroundings affect the types of buildings that are built. Invite an architect to speak on types of buildings in the area. Ask him to bring some tools he uses. Take a walking field trip around the community to observe construction projects. Observe workers, types of construction, materials, and tools being used.	

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 2 Lesson # 5

Career Education Concept : Environmental and cultural factors determine the kinds of work available.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	SOCIAL STUDIES 1. (P. T-74) - Research and Debate - Choose two teams (number on a team to be determined by teacher) - Team One tell the advantages of living in a place that has a change of seasons. Note: Do not attempt this activity without preparation, so the children will have a strong point to substantiate his argument.	

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 2 Lesson # 6

Career Education Concept : Environmental and cultural factors determine the kinds of work available.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

SOCIAL STUDIES

1. (P. T - 82) - Role Play - The types of jobs the Pilgrims did in England and the types of jobs they did in America. Incorporate the role of the Indian in the Pilgrim Community.

   Example:

England	America
Carpenter	Home Builder
	Protector
	Farmer

   Indian
   Teacher
   (Helped Pilgrims adapt to new environment)

2. (P. T-82) - Discussion and Resource People- How weather effects jobs in the community. (Seasonal jobs) Example: Plowing Snow (Winter) Plowing Land (Spring) Mowing Grass (Summer) Resource people could tell why they chose this job, what they do during other seasons.

3. (P.T-85) - Research - Use Yellow Pages of Telephone Directory and Help Wanted Section of Newspaper as a source of data for the types of jobs in a climate area. Children may make their own Help Wanted Column for Duties at School. From the Yellow Pages list the various occupations in their community.

4. Write to the telephone company from various sections of the country and request copies of their telephone book. Compare occupations listed in the Yellow Pages, to cross sections of the country. Also check public library for used telephone books.

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 2 Lesson #

Career Education Concept : Suggested filmstrips and films useful with Unit 2, from the handbook of Washington County Resource Center Social Sciences: Concepts and Values

Check Activities Used	Suggested Activities			Teacher Comments And Suggested Changes
	Box	Filmstrip	Title	
	7	125	South America	
	29	551	Colonial Children	
	38	697	Houses of Long Ago	
	38	759	Maps and Their Meanings	
		760	We Live on a Huge Ball	
		307	Look It Up (Using World Book Encyc.)	
		101	Colonial Children	
		45	Landing of the Pilgrams	
		339	Life in Plymouth Colony	
		136	New England Story	
		517	Early Settlers of New Eng.	
		518	Planter of Colonial Virginia	
		428	Indians for Thanksgiving	
		830	Prayer for Thanksgiving	

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 2 Lesson #

Career Education Concept : Suggested filmstrips and films useful with Unit 2, from the handbook of Washington County Resource Center Social Sciences: Concepts and Values

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

(16mm)

Box	Film	Title
	95	Life in Cold Lands
	96	Life in Hot Wet Lands
	227	Maps Are Fun
	113	Norwegian Children
	228	Our Big Round World
	116/150	Our Earth
	143	Wanderers of the Desert
	280	What Causes the Seasons?
	279	What Causes Day and Night?
	5	American Indians Before European Settlement
	31	Colonial Children
	624	Colonial Life in the South
	153	Early Settlers of New England
	543	The Pilgrims
	422	Introducing Graphs
	148	What is Soil?
	895	What's Inside the Earth
	312	How Water Helps Us
	262	Treasures in Snow

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 3 Lesson # 1

Career Education Concept : All kinds of work are interdependent and should benefit society.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

ART

1. Mobile Construct a mobile showing interdependence among different occupations in the community.

LANGUAGE ARTS

1. Role Play jobs of community workers and family workers. Pantomines could also be used. Try to guess the job.

2. Game
Give each child an envelope containing letters which spell out the title of a community worker. (carpenter) Have him unscramble the work and write a poem about the worker relating what he does, where he works and how he helps.

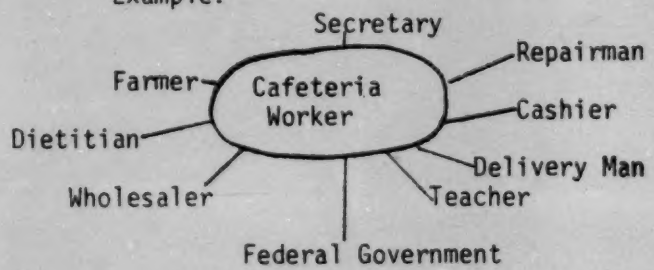
MUSIC

1. Songs
Incorpate songs involving work or workers from music book.

SOCIAL STUDIES

1. (p. T-97) Bulletin Board, Poster, or Charts construct a bulletin board showing the interaction and interdependence among different occupations in the community.

Example:



CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 3 Lesson # 1

Career Education Concept : There are rules for all kinds of work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

2. (p. T96-97) Rules
Set up rules for getting a job done at school. Set up a chart or bulletin board comparing jobs done at home and jobs done at school.

3. Activity Sheet

Town

Kinds of workers needed:

1.	11.
2.	12.
3.	13.
4.	14.
5.	15.
6.	16.
7.	17.
8.	18.
9.	19.
10.	20.

Discuss the great variety of workers needed in a town.

4. Discussion on Dependability and Responsibility
Suggested questions:
1. Why do you think attendance and promptness is stressed in our schools?
2. How many of you have been tardy for no real reason?
3. How many of you have been absent when you really wouldn't have had to have been gone?
4. Do you realize that one of the first things many employers look at is your school attendance record when you apply for a job?
5. Ask students to complete the following questions.

Absence On The Job

1. How many days have you been absent this semester?
2. What were your reasons for absense?
3. If you earned $1.60 an hour, and

Level 3 Unit 3 Lesson # 1

Career Education Concept : There are rules for all kinds of work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

were absent for an 8-hour day, how much would you:
a. Lose in a day?_____
b. Have lost for the semester so far?

4. If you were an employer, how would you feel about people who were absent from work very often?_____
5. Could your attendance record be improved?

_____

Signature_____

5. Discussion "Democracy in the Classroom" Teacher and children need to define the word "democracy" - they can understand it if the teacher helps them see it in relation to being good citizens who plan, work, play, talk and share happily together.

6. Book - Make a book "Democracy in Our Classroom " Write out rules and illustrate. Suggested Rules:

1. We set up our room government by electing our officers and helpers: president, vice president, room helpers (to wash chalkboards, dust erasers, water flowers, feed pets, care for art supplies, serve as host and hostess, collect our bank books).
2. We make our own rules- "We take turns- We listen carefully- We work before we play- We are kind to everyone- We do what the teacher asks."
3. The teacher is our leader - He/She helps us know what is right - He/She answers our questions - He/She helps us whenever we want aid.
4. Pupils and teacher talk things over and make plans. Each morning the president calls the class to order to plan for the day and to hear reports or comments from the room helper of teacher. We meet again at the end of the day to see how much we accomplished of what we had planned.

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 3 Lesson # 1

Career Education Concept : There are rules for all kinds of work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	5. We learn to live happily together by doing work on committees and at centers. We also take field trips, share audio-visual materials, and listen to reports. Small groups paint murals, make models, use tools, plan plays, and do "research" by looking for things in books. 6. We express ourselves creatively. This helps us appreciate the effort of others. 7. We learn to do what is right in the classroom by having a government of the pupils, by the pupils, and for the pupils. The teacher is our guide and helper. Everything we do is with the consent of the governed. We learn democratic living by doing the following-- -considering the feelingsof others -talking things over -voting on what to do -cheerfully doing whatever we voted to do -remembering to say the magic words "Thank you," "Excuse me," "I'm sorry," "I'll help you" -making our own rules -learning why rules are necessary -understanding how all children are alike -thinking and discussing before we act -listening to advice from the teacher -trying to do good work	

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 3 Lesson # 2

Career Education Concept : People should adapt to technological and sociological changes which create or eliminate work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

RESOURCE PEOPLE

1. (p. T-104) Resource Person
Ask a woman doctor or woman lawyer who would come to class to speak on any obstacle she found to entering her profession.

SOCIAL STUDIES

1. (p. T-99) Comparison Chart
Compare the Puritan woman's role in the community to todays modern woman. Discuss reasons for a woman working outside the home.

2. Role Playing or Pantomine
Have children play act their role within their family. Discuss "What would your family do if you didn't perform this role? Try to guess the pantomine.

3. (p. T-101) Filmstrips
Incorpate filmstrips on colonial work, candle making, blacksmith harness maker, miller, farmer, and housewife, etc. Discuss how these occupations have changed. Let children project about the future of these occupations.

4. Bulletin Board
Divide bulletin board into 3 sections.

Help Wanted

Male	Female	Male or Female

Children can either find pictures in magazine, or draw their own, Are occupations limited to a certain sex? Newspaper media would be helpful here.

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 3 Lesson # 3

Career Education Concepts: All work involves the production of either goods or services.

All work has dignity and is worthwhile.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

LANGUAGE ARTS

1. Research
From the local historical society, old newspaper, or library. Each child can find out about one job that used to be needed in the community but is no longer needed. Report and discuss findings with the class. Are there jobs in the community today that might not be necessary when they are adults?

SOCIAL STUDIES

1. (p. T105-109) Center
Show different products and different occupations. Match the product to the occupation. This could be in the form of a puzzle, match with string, etc.
Example: Man's suit of clothes - tailor
Shoes - shoemaker
Milk - dairyman
Bread - baker

2. (p. T-109) Media
Through the use of news media, illustrate the variety of jobs in the "World of Work". Have pupils bring in the want-ads that contain such information as:
   a. Description of the job.
   b. The education required.
   c. Experience needed to enter the job.
   d. The salary.
   e. The fringe benefits? (Explain)
   f. The advancement possibilities.
   g. How to contact the employer.

3. Field Trip
Take a trip to the local newspaper. Interview a reporter.

4. News Media
Use the want-ad section to:
   a. Create bulletin board
   b. Learn to use the newspaper
   c. Incorporate into language arts, reading, letter writing, "mock answering of ads"

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 3 Lesson # 3

Career Education Concept : All work has dignity and is worthwhile.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	d. Make up ads e. List kinds of job frequency, educational requirements, etc. f. Integrate into arithmetic (salary) g. Set up employment interviews (role playing) Have children act out the right and wrong way to ask for a babysitting job, paperboy, etc. As a culminating activity have each pupil create one "help wanted" and one "situation wanted" ad (explain the differences.) The individual ads can be developed into a want-ad section for the entire class. This can be used as a basis for answering ads and holding mock interviews or setting up a complete employment office situation utilizing role playing and creative dramatics. Note: Use jobs such as errand runner, board washer, flower waterer etc., jobs in and around the school situation.	

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 3 Lesson # 4

Career Education Concept : Environmental and cultural factors determine the kinds of work available.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

LANGUAGE ARTS

(p. T-111) Interview
To show that changes in the community's environment bring about changes in roles, interview the prinicpal, teacher, custodian and cafeteria workers. Primary question "How has your job changed over the years?"

SOCIAL STUDIES

1. (p. T-115) List and Discuss
Make a list of values that would be associated with the world of work. Discuss how these same values can be carried over into our school and family life.
Example of values:
1. Being on time
2. Getting along with others
3. Keeping clean and neat in appearance
4. Not wasting time
5. Taking care of things
6. Being a good sport
7. Finishing the job you start
8. Using good manners
9. Being friendly
10. Being helpful
11. Following directions
12. Being honest

2. Game of Values - Pantomines
Each member of the class can pantomine something done that reveals a value he holds. This could be a value in a particular job situation at home, school or in the future.

3. Survey
Value building - Ask the child to look at the role of work his grandparents did or still do. Have his parents followed in the same role? If not, why not? What will you do when you are ready to choose a line of work? Will you (the child) set your own values?

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 3 Lesson # 5

Career Education Concept : All kinds of work are interdependent and should benefit society.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	ART 1. (p. T-124) Miniature Community A model community may be made to show interaction between individuals on the farm, in the city, in factory areas, in slums and in urban areas. Materials: milk cartons, wood blocks, boxes, etc. SOCIAL STUDIES 1. (p. T 119-123) Discussion Select a value conflict in your home (household chores, allowances); your school (length of boys hair, school rules, long dresses on the playground); and your community (farmland to raceway, unemployment, food prices). Discuss these as a group. 2. (p. T-125) Continuous Scrapbook of Workers Sociologist may be added to our continuous notebook.	

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 3 Lesson #

Career Education Concept : Suggested films and filmstrips useful with unit 3, from handbook of Washington County Resource Center Social Sciences: Concepts and Values

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

16mm Films

Box	Film	Title
	716	How to Make a Simple Loom and Weave
	749	Johnny Appleseed
	95	Life in Cold Lands
	143	Wanderers of the Desert
	31	Colonial Children
	624	Colonial Life in the South
	89	Laplanders

Filmstrips

2	510	Johnny Appleseed
7	551	Colonial Children
29	697	Houses of Long Ago
114	1281	Republic of Ivory Coast: Land and
114	1283	Liberia and Togo People
114	1284	Republic of Senegal: Land and People
114	1287	Sierra Leone
	101	Colonial Children
	339	Life in Plymouth Colony
3	517	Early Settlers of New England
3	518	Planter of Colonial Virginia
3	519	Kentucky Pioneers

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 4 Lesson # 1

Career Education Concept : All work is interdependent and should benefit society.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	ART 1. Art- Take a particular tool and draw it. Now turn it into a cartoon. 2. (T-143) Feely Box (Exploring) - Make a feeling box. Place a tool inside for children to feel and identify. Change tool every day until all you have are identified. SOCIAL STUDIES 1. (T-139) Map- N. America- Mark on the map where you have relatives living. Tell what kinds of jobs they do. Make a Comparison Chart to show likenesses and differences between the jobs in our area and their area. 2. (T-140-141) - Time Line-denote kinds of jobs from 1490 to present day, showing what people did then (Indians, Pilgrims) and now and whether in isolation or interaction with other communities.	

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 4 Lesson # 2

Career Education Concept : Man's work affects his way of life.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	ART 1. (T-149) Art Activity- Illustrate the kinds of tools used for jobs in early days and show how the tools have changed as jobs have changed. Game may be made to match tool with worker. (World About Us Lotto) or (Playschool) LANGUAGE ARTS 1. (T-146) - Research-What jobs did the people who settled in America do in the country from which they came? Which jobs could they do in America? How many still exist? How have other jobs evolved from these? Center or Comparison Chart may be used to record result of research information. 2. Role Play Role play jobs which are no longer socially demanding (candle maker, streetcar driver). SOCIAL STUDIES 1. (T-148) Game- If you were moving what job occupations would you take along with you? (moon, under ocean, etc.)	

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 4 Lesson # 3

Career Education Concept : All kinds of work are interdependent and should benefit society.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	SOCIAL STUDIES 1. (T-151-152) Collection or Diorama-Natural Resources in the community have influenced the types of jobs. Collect building materials available in the community. (Bricks, Lumber, etc.) What jobs are needed to use these? (Bricklayer, Builder, etc.) Collect materials not available in the communities have improved our way of life. What jobs are needed in order for this interaction to take place? (Truckdrivers, Railroad, etc.) 2. (T-156) Walking Tour-Around the community. Observe all the jobs being done within your own community. (Brick Yard, Coal Yard, Construction, Power Plant, Grocery Stores, etc.) Each Community will have its own jobs to observe.	

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 4 Lesson # 4

Career Education Concept : Environmental and Cultural factors determine the kinds of work available.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

LANGUAGE ARTS

1. (T-159) Research- How does language affect the types of jobs in a community? Research your family background and types of jobs that your family brought to the Community from their native country. What job terms (vocabulary) are derived from what country and what composites have been derived from various languages?

2. (T-161) Resource People- Find out if there are any families who have recently moved from another country to your community, or any community families who have lived in another country for a period of time. Ask someone from the family to come talk with the class or a class member go interview the family. How has language affected the kinds of jobs available to them? Did their native skills and education apply to jobs here?

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 4 Lesson # 5

Career Education Concept : Man's work affects his way of life.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

HOMEMAKING

1. Simulation
   Set up in the classroom a restaurant having members of the class playing the role of waiters, hostess, cooks, manager, cashier, cook, dishwasher, etc. Invite several people to come to your restaurant handing menus and serving them.

SOCIAL STUDIES

1. (T-166) Center-Map Study-Art Activity-Research
   On a county map locate all of the communities that were named for the types of jobs done there. Example: Williamsport was named for its founder Otho Williams and because it was a port in the C & O Canal days. Center may be set up of models (made by children) to show jobs with yarn running from map to model.

2. (T-168) Simulation- A restaurant where food from different countries is served. To show how the interaction of people from all ethnic backgrounds have found job opportunities through preparation and sale of food in a retail capacity.

   Example: Small shops, such as Baker, fish-market, vegetable market, meat market merged into Super Market.

3. (T-171) Role Play- Select a committee to represent each cultural group in the community. Show what kinds of jobs each cultural group has contributed to the community. Show how each group depends upon the other and how jobs have merged to further benefit society.

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 4 Lesson #

Career Education Concept : Suggested filmstrips and films useful with Unit 4, from the handbook of Washington County Resource Center - Social Sciences: Concepts and Values

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

Box	Film (16mm)	Title
	608	Story of Christopher Columbus
	531	Marco Polo's Travels

Box	Filmstrips	Title
	47	Then and Now in New England
	39	Then and Now in The Appalachian Mtns
	142	Then and Now in the Cotton Belt

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 5 Lesson # 1

Career Education Concepts: People need to work to preserve and advance society.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

SOCIAL STUDIES

1. (p. T-178) Display, Center or Matching Game
This activity may be used to check that the children are aware that a thing becomes a resource only when it is used for a purpose.
   a. Display- on a table or desk spread out an assortment of small tools. Ask each child to pick up the cards that would be resources to a particular worker in his work. Some suggested worker roles:
   Teacher Secretary Lawyer
   Carpenter Cook School Custodian
   Some suggested tools:
   Ruler Hammer Dictionary
   Pancake turner Pencil Piece of chalk

   b. Center on Tools- Take a large sheet of heavy cardboard about 24"x36". Tie different tools to the board. On the board have a list of the tool names. Children would number paper according to the number of tools. Identify the tools.

   c. Matching Game- Display tools or pictures of tools on a 3"x5" card. On another 3"x5" card write the names of each tool. Children should then match the name card to the tool or picture.

   d. Make bulletin board showing a large cornucopia with tools of workers involved in the production or a product spilling out to the completed article at the bottom of the pile.

2. (p. T-181) Research to Time Line- Research the whole industry from its beginning- Need for it? Who did it? Tools used? Methods of operation? Is it a seasonal job? Products derived from it? Is it still an industry? How has it changed through the years? How has it changed through the year? How does it effect ecology?

CAREER EDUCATION ACTIVITY SHEETS

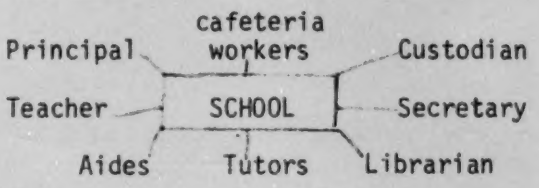
Level 3 Unit 5 Lesson # 1

Career Education Concept : People need to work to preserve and advance society.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

Film 219 Inventions in Americas Growth 1750-1850
220 Inventions on Americas Growth 1850-1910

3. (p. T-181) Chart or Bulletin Board
Make a Job Family Tree (Cluster) to show that working people and their jobs are like families with job relations just as people have families and are related.



4. (p. T-181-183) Bulletin Board, Comparison
Early Days vs Present. The people in the early communities who produced goods and those who performed services. (Example: Schoolmaster taught school- In return for his service the farmer gave him a bushel of corn (goods); the miller would grind his corn (goods); the miller would grind his corn (services). This was the way a teacher was paid years, and years ago. In comparison to today the teacher (service) is paid in money that he or she may exchange for groceries and clothing (goods) that he does not have time to produce for himself.

What could your parents today do for the teacher if he were not paid in money? Would these services and goods be enough to satisfy the teachers needs?

Doctor is another good comparison here.

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 5 Lesson # 2

Career Education Concept : People work for rewards and satisfaction.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

LANGUAGE ARTS

Survey- To find out the kind of jobs you may like, take this survey.
Put the word on the blank line in each sentence that tells how you feel.

1. I like _____ jobs.
   outdoor indoor

2. I _____ jobs that have
   like do not like
   to do with food.

3. I _____ jobs that have to
   like do not like
   do with animals.

4. I _____ jobs that have to
   like do not like
   do with people.

5. I _____ jobs that have to
   like do not like
   do with sick people.

6. I _____ jobs that have to
   like do not like
   do with cleaning.

7. I _____ jobs that have to
   like do not like
   do with tools or machines.

8. I _____ the idea of being
   like do not like
   a helper to a _____.

9. Now, which job would you pick as the one you like best of all?

   _____
   job I like best.

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 5 Lesson # 2

Career Education Concept : People work for rewards and satisfaction.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	SOCIAL STUDIES 1. (p. T-185-186) Trade or Barter Game suggested for the third time. Game- May use the bartering game instead of a trading post to establish value (as described on p. T-185-186) to get an idea of how the rate of exchange was set according to need and want in Pilgrim Days. 2. (p. T-186-188) Research-May Study Using a map of Colonial America (p. T-186) show the resources available in each area. Indicate the types of jobs that are needed in each area. What new jobs will be created when people begin to trade resources with other communities? (Merchant-buyer and seller, salesman, transportation, etc.) What do we make and consume within our community today-What do we send out of the community? What do we get from other communities? What jobs are involved today?	

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 5 Lesson # 3

Career Education Concept: All work involves the production of either goods or services.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

ART

1. (p. T-196) Collage
   Show people in the community according to the kind of contribution they make.
   a. People with skills - (electricians)
   b. People with health and strength to get certain jobs done (garbage)
   c. People who make the environment beautiful (artist, musicians, architects)
   d. People with ideas (scientists, engineers)

2. Mobile
   Create mobiles depicting the need for various workers in the community. The teacher may stress the need for "balance" of producers of goods and services in making the mobile.

SOCIAL STUDIES

1. (p. T-190) Display
   Using one raw material find all of the uses for it that you can and indicate the job that goes with each.
   Example: Peanut (products) a. food for man, b. livestock feed, c. cooking fats and oils, d. cosmetics, e. paints, f. wall-board, g. plastic filler, h. explosives.

2. (p. T-192) Filmstrips - Showing life in colonial America-jobs people did. Films from the Board of Education.

   Film- 31 Colonial Children
   624 Colonial Life in the South
   153 Early Settlers of New England
   543 The Pilgrims

   Filmstrips- 551 Colonial Children
   339 Life in Plymouth Colony
   517 Early Settlers of New Eng.
   518 Planter of Colonial Virginia
   519 Kentucky Pioneers
   47 Then and Now in New England

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 5 Lesson # 4

Career Education Concept : People need to work to preserve and advance society.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

ART

1. Art Activity - Cat Bank
Materials include: half-pint milk carton, black and orange construction paper, stapler, and an all purpose glue.

Open the top of the carton. Cut piece of black paper to cover half of the carton, and staple it on two sides of the carton. Then cut a cat head from black paper to cover the rest of the carton. Staple it in place between the ears. Cut cat features from orange paper and glue them in place. After the glue dries, cut a slit in the back of the head. The children may want to make additional banks to represent dogs, rabbits or other animals.

LANGUAGE ARTS

1. Rhythm and Rhyme
The following poem may give you an idea for helping the children create a poem.
This little boy
Found a penny one day.
He dropped the penny
And it rolled away.

This little boy
Found a penny too.
He put it in his bank,
A thrifty thing to do.

2. (p. T-203) Language Arts
Find the definition of resourcefulness. Write a paragraph about "A Resourceful Person I Know" or "The Resourceful American Colonist."

RESOURCE PERSON

1. Resource Person- If it isn't possible to visit a bank have a banker visit the class. Children can interview banker on tape.

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 5 Lesson # 4

Career Education Concept : People need to work to preserve and advance society.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

SOCIAL STUDIES

Banking

1. Media
   Show pictures of children doing jobs, such as mowing grass, raking, babysitting, running errands, paper boy, shoveling snow, etc.

2. Discussion
   Ask the class if they have ever done a job and received money for it. What do you do with the money? When someone mentions saving money, ask "Where do we save money?" Talk about what happens to the money if we save it in the bank. Why do people save money in a bank? Discuss the banker and other bank employees.

3. Field Trip - Visit a nearby bank.

4. (p. T-197) Simulate
   Setting up a business.
   Three students may pretend they want to go into business. a. Candy shop, b. Baker, c. School supplies. Since they have no funds of their own the children would have to apply to the bank (teacher) for a loan. Banker checks reliability and grants a loan ($1.00)
   Materials: Large cardboard box for a store. Locate cash register for each store. Gather merchandise.
   Procedure: Hire workers. Decide how much to pay workers. Advertise their products.

   Discuss with the children that, depending on their spending decisions to buy the products they produced, the "factories" will either continue to produce what they did before, produce the goods in different quantities, produce different goods, or close down.

   Note: Teacher may use other businesses and play money.
   Resource Person: Have a store keeper from the community to help set up criteria for business.

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 5 Lesson # 4

Career Education Concept : People need to work to preserve and advance society.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	5. (p. T-203) Role Play Children would come to school dressed as the worker he is interested in (if there is no dress unique to job selected he could carry something appropriate.) He could play the role for a day and give a talk about the job he had chosen and tell why.	

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 5 Lesson # Focus Section

Career Education Concept : All work involves the production of either goods or services.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	SOCIAL STUDIES The teacher may pose a trick question. "I am thinking of a baby who throws his bottle on the floor." The correct response is neither clapping nor standing. The story would be, "The baby is not a producer of a good or a service because the baby is not doing useful work. Chart To help the children discover that today a large number of people produce services, the teacher can ask the children to find out from their parents what work their fathers and mothers do away from home, and the following day ask each pupil to describe the work his parents do. The class can then decide whether they are producers of goods or producers of services. (Office workers, salesman, and executives, as well as barbers, TV repairmen, and the like, are generally considered to be producers of services.) The children of parents who produce goods might stand on one side of the room, the children of parents who produce services on the other. The teacher might join those whose parents produce services. After the information has been gathered and reported, the children might prepare a pictorial chart entitled "Our Parents Produce Goods and Services Away from Home." The chart should include the following headings: Number of parent who produce goods, number of parents who produce services, number of parents who are unemployed. The children should use symbols (standing for one person each) to represent the number of persons in each category, and put a legend at the bottom explaining what the symbol stands for. (The chart can also service as an exercise in the principles of the pictorial representation of numbers.) In many communities the results will show that most parents produce services. The teacher might discuss the question of why so many parents produce services.)	

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 5 Lesson # Focus Section

Career Education Concept : All work involves the production of either goods or services.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	(p. T-204) Game (Producer of Goods or Producer of Services a game about producers of goods and producers of services. The children must remember that producers of goods and producers of services do useful work. The teacher might say: "I am thinking of a uncle who is building a boat. If he is producer of a good, clap your hands. If he is producer of a service, stand up. " After the question is answered by the children's clapping, the teacher answers: " The uncle is a producer of a good because he is building a boat and a boat is a useful thing." The teacher might say: "I am thinking of a mother who is giving her little boy a haircut." The children answer by standing up. The teacher asks whether another child can put this into a story. A child answers: "The mother is a producer of a service because she is producing the service of cutting the boy's hair and cutting hair is useful work. The teacher might say: "I am thinking of a man who raises chickens." The children answer by clapping. The teacher asks another child to put this into a story. The child should answer, "The man is a producer of a good because he is producing food and food is a useful thing."	

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 5 Lesson # _____

Career Education Concept : Suggested films and filmstrips useful with Unit 5, from handbook of Washington County Resource Center: Social Sciences: Concepts and Values

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

16mm Films

Box	Film	Title
	716	How to Make a Simple Loom and Weave
	17	Boy of A Frontier Fort
	38	The Corn Farmer
	112	New England Fisherman
	153	Early Settlers of New England
	219	Inventions in Americas Growth (1750-1850)
	797	People of the Western Shore
	158	Policemen
	261	Visit to the Waterworks
	152	Wool (from sheep to clothing)

Filmstrips

8	559	William Penn
28	691	Cotton
28	692	Wool
3	517	Early Settlers of New England
3	518	Planter of Colonial Virginia
3	519	Kentucky Pioneers
109	1237	American Transportation
109	1244	Science and Invention
211	2096	From Africa to America

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 6 Lesson # 1

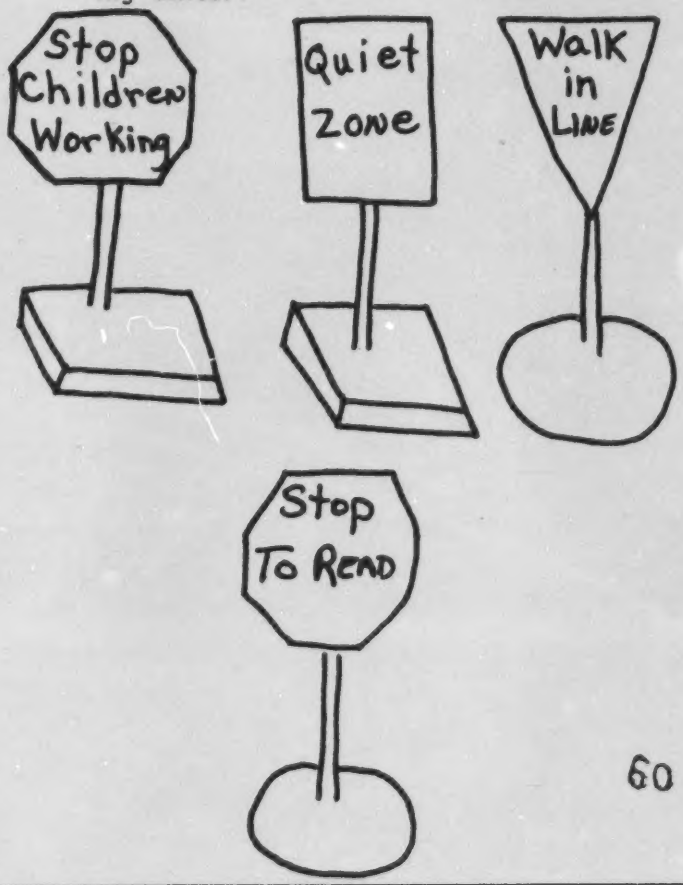
Career Education Concept : People work for rewards and satisfaction.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

Art

1. (p. T-219) Art Activity- This is a good opportunity to make your own signs. Children can work together or independently. Signs that show evidence of laws to protect people might be speed-limit signs, traffic lights, painted cross walks, fire hydrants, or signs in public places prohibiting smoking, littering, etc. Laws protecting property may be posted as "No Dumping", "No Trespassing", etc. Original signs could be made for classroom and school use.

2. Art (Traffic signs)
Make signs appropriate for classroom Insert 1/2" dowels in mounds of clay or 4" wooden blocks. Foam "traffic signs" were cut out and taped to the tops of the dowels. Place them at spots around the room-near the library corner, at the door, by the listening center.



CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 6 Lesson # 1

Career Education Concept : People work for rewards and satisfaction.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	RESOURCE PEOPLE 1. (T-216) Field Trips [1]Visit City Hall to study city government, [2]Court House to study county government, [3]Sheriff's Department, [4]County Jail, [5]State Police Barracks, [6]Fire Stations. 2. Resource People [1]City Policemen, [2]Detective, [3]Fire Policeman, [4]State Trooper, [5]Lawyer, [6]Judge, [7]Fireman, [8]County Commissioner.	

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 6 Lesson # 2

Career Education Concept : All kinds of work are interdependent and should benefit society.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

ART

1. Puppets
Students can make hand puppets to tell the story of the Boston Tea Party.

LANGUAGE ARTS

1. Language Arts
To build on vocabulary the following words could be looked up as a dictionary skill. Discussion should follow. Suggested Vocabulary: Kinds of taxes (sales, tariff, property, income, inheritance, estate, license, franchise)

2. Stories
To illustrate the importance of the goods and services that families buy together through taxes, they can make up stories about what the world would be like if we did not pay taxes. For instance, who would build a road and who would use it? Who would clean the streets? Who would light the streets? Who would build bridges and who would use them? Who would own the Army, Navy, or Air Force or would there even be any?

RESOURCE PEOPLE

1. Resource Person (Tax collector-county)
Interview him in class. Could possibly make a tape. Possible questions.

   a. How did you get your job? (elected-appointed)
   b. Who elected or appointed you?
   c. Do you need any special training?
   d. What are taxes?
   e. What do people pay taxes on today?
   f. Why do we need taxes?
   g. Where is your office?
   h. What happens when people do not pay taxes?
   i. How do people feel about you?
   j. Are you paid a salary? Who pays it?

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 6 Lesson # 2

Career Education Concept : All kinds of work are interdependent and should benefit society.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

SOCIAL STUDIES

1. (T-222) Discussion about Taxes
   The teacher needs to help children discover that families buy many goods and services together because--
   a. The purchase of some goods and services by individual families would be very expensive and wasteful of the country's resources.
   b. Many families would be excluded from the use of such goods and services if they were brought by individual families for their own use.

   The teacher needs to help the children understand that people pay taxes to the city, to the state, and to the United States so that these governments can buy for the people what they cannot buy, or cannot buy as well, for themselves.

   The teacher needs to help the child understand that although everyone has to pay taxes some families pay more, others less. But regardless of the amount of taxes different families pay, they all benefit from the goods and services they buy together.

2. Questions
   The teacher can raise the following questions for discussion:
   a. What are some of the goods and services that families buy together?
   b. How do the families pay for them?
   c. Can all families benefit from these goods and services-or can only those who pay taxes benefit?
   d. Do all families pay the same taxes?
   e. Why are roads important?
   f. Why are schools important?
   g. Do you think it is important to pay taxes?
   h. Do taxes create jobs for people?
   i. Do you think a family has a choice of paying its taxes or not paying them?

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 6 Lesson # 2

Career Education Concept : All kinds of work are interdependent and should benefit society.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	3. Walking Tour (Real or Imaginary) The teacher can take the class for a walk to observe some of the goods and services that families buy together, such as streets and roads; garbage removal, and sewage disposal; fire alarm boxes, street cleaners; policemen and firemen; streetlights; soldiers marines and airmen; bridges; dams; parks and playgrounds; schools; colleges; hospitals airports and libraries. Discuss how much better and safer their town is because of the things they saw that families buy together.	
	4. Game and Discussion As an aid to learning the distinction between goods and services that families buy individually and those that they buy together the class can play this game. The teacher says, "I am thinking of ice cream. Do families buy this by themselves or together?" The children could respond, "by themselves." After playing the game, the class can discuss what the real difference is between families buying by themselves and families buying together. Bring out that families buy for themselves largely according to their personal tastes (what they like most); they can decide at any time to buy more or to buy less, and how much they want to pay. They buy things that they can afford, and do not need to share what they have bought with other families. When families buy together, they buy things that they could not have bought by themselves; they have to pay for them together; they must share what they have bought with everyone else.	
	5. Bulletin Board Divide the bulletin board into three sections	

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 7 Lesson # _____

Career Education Concept : Suggested films and filmstrips useful with Unit 7, from handbook of Washington County Resource Center--Social Sciences: Concepts and Values.

Check Activities Used	Suggested Activities			Teacher Comments And Suggested Changes
	Box	Film (16mm)	Title	
		515	Eli Whitney	
		107	Midnight Ride of Paul Revere	
		220	Inventions in America Growth (1850-1910)	
		949	Soldier of the Revolution	
		422	Introducing Graphs	
		229	Our Country's Song	
		772	Why Communication Satellites	
	Box	Filmstrips	Title	
	8	336	Francis Scott Key	
		561	Paul Revere	
		463	George Washington	
	21	673	Transportation in the Past	
		422	Birth of Our National Anthem	
		141	Democracy Begins in America	
		135	Discovery and Exploration	

Level 3 Unit 6 Lesson # 2

Career Education Concept : All kinds of work are interdependent and should benefit society.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

Example:

Taxes at Work

What Families in Our Own Town Buy Together	What Families in Our State Buy Together	What Families in Our Country Buy Together
Streets, streetlights, street cleaners, schools, police, fireman, parks, spotlights, etc.	Highways, hospitals, flood control, state prisons, state parks, state police, state hospitals, fisheries, help for the needy, etc.	Army, Navy, Marines, Air Force, Coast Guard, Weather, dams, flood control help the farmer, aid to the disabled, forests, and parks, etc.

The children can show the above by listing, illustrations, magazine pictures, or exhibits.

6. Interview
Have the child interview three adults on the topic of taxes. Suggested questions?
   a. How do you feel about taxes?
   b. What taxes do you pay?
   c. What services do your taxes provide?

Follow up discussion: What conclusions can students come to as a result of the interviews.

7. Simulation
Provide each student with one hundred dollars worth of "play money". Each day for one week provide situations in which certain students will have to pay classroom taxes. Have students elect an assessor and a tax collector.
Sample situation: 1. For this week only, students will have to pay a poll tax of $1.00 for every situation in which the class takes a vote.
Sample situation: 2. For this week only, students who take the school bus will have to pay a franchise tax of 25¢ per day.

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 6 Lesson # 2

Career Education Concept : All kinds of work are interdependent and should benefit society.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	8. Collect Children could bring in sales slips to show where a tax has been added. 9. Discussion Ask students if they recall their parents paying a toll bridge tax or turnpike tax. Discuss the reasons for these taxes.	

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 6 Lesson # 3

Career Education Concept : Attitudes and personality factors have an effect on work, performance and success.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	ART 1. Art- have children make-up their own campaign buttons. 2. Art- Construct a voting booth. Share this project with other rooms by letting them vote-Then tabulate the results, and post them in the way you can do it best in your school situation. SOCIAL STUDIES (p. T-225) Mock Election 1. Field Trips - Visit Democratic and Republican Headquarters. 2. Bulletin Board Display - showing campaign literature. 3. Listing- Make a list of jobs necessary for voting to take place. (Volunteer jobs, and paid jobs.)	

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 6 Lesson # 4-5

Career Education Concept : Attitudes and personality factors have an effect on work, performance and success.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

LANGUAGE ARTS

1. Play (Puppet, or role play)
The first day of May was proclaimed Law Day by President Eisenhower in 1958. The play "Goldilocks Haled into Court" should have meaning for children of any age. It is suitable for puppetry or a stage production.

SOCIAL STUDIES

1. (T-241) List or Newspaper or Magazine Articles show how people protest laws. What methods do they use?

   Example: 1. Letters to the editor of a newspaper. 2. Editorials by the owners of the paper. 3. Reports of letters to congressmen. 4. Speeches. 5. Peaceful Picketing. 6. Boycotts. 7. Strikes. 8. Non-Violent demonstrations. 9. Riots and violence.

2. (T-241) Discussion- What attitudes do people have toward those who make and enforce law and order?

GOLDILOCKS HALED INTO COURT

by Wanda Vassallo
(The Instructor, May 1968)

Judge--Goldilocks, you are charged with breaking and entering the home of the Bear family. What have you to say for yourself?

Goldilocks--Judge Mesquite, I didn't realize I was doing anything wrong.

Judge--But, Goldilocks, hasn't your mother told you it is wrong to walk into someone's house uninvited?

Mother--But, Judge, I've always tried to teach her right from wrong. Goldilocks is a good girl. She's just a little curious, as all children are.

Judge--I'm afraid that being curious does not excuse anyone from bothering what belongs to another person. But the court wants to hear both sides. Now, Goldilocks, please tell us in your own words just how all this happened.

Goldilocks--Well, you see, Judge, one day I was walking through the woods when all of a sudden I heard voices.

Papa Bear--We'll take a little walk in the forest. Then when we come back, our soup will be just right to eat.

Baby Bear--It smells so good! I wish we could eat it now.

Mama Bear--A nice walk will whet your appetite, and you'll enjoy your soup even more.

Goldilocks--(talking to herself) I'm getting tired. I wish I hadn't walked into the woods so far. What's that? A little house! I wonder who lives there. (Knocks.) No one answers. They must be away. Did they lock the door? (Turns knob.) No. Well, I guess I'll go in. (Goes inside.) Well, they have nice furniture. I think I'll try sitting in this big chair. Oh, this one is too hard! (Sits in the second one.) And this one is too soft. (Sits in the next one.) And this one is just right. (Chair breaks.) Oh, dear. It broke. (She sees the soup.) I sure am hungry. Wonder what that is on the table in those bowls. I guess it wouldn't hurt to eat just a little. (Tastes Papa Bear's.) Ow! This is too hot. Maybe this bowl will be better.

(Tastes Mama Bear's.) Oh, this is too cold. (Tastes Baby Bear's.) This one is just right. And it's delicious. (She keeps eating.) Oh, dear, it's all gone. (Yawns.) I'm so sleepy. Oh, look, three beds. Maybe if I just take a nap for a few minutes I'll feel better. (Lies down on Papa Bear's bed.) Oh, this one is too hard. (Tries Mama Bear's.) And this one is too soft. (Tries Baby Bear's.) But this one is just right! (She yawns, and sleeps.)

Papa Bear--Well, that was a nice walk we had.

Mama Bear--Yes, and our soup should be just right to eat now.

Baby Bear--I can hardly wait. I'm so hungry.

Mama Bear--Papa Bear, I think someone was here while we were gone.

Papa Bear--Mama Bear, you may be right. Someone was sitting in my chair.

Mama Bear--And someone was sitting in my chair.

Baby Bear--(in tears) And someone was sitting in my chair and now it is broken!

Mama Bear--There, there, Baby Bear. Maybe Papa Bear can make you a new one.

Papa Bear--Let's eat and then you'll feel better. Look, Mama Bear, someone has been eating my soup.

Mama Bear--Yes, and someone has been eating my soup.

Baby Bear--(in tears) Someone's been eating my soup, and ate it all up, every bit.

Mama Bear--You can have some of mine, Baby Bear.

Papa Bear--Let's see if anything else has been bothered. (Walks.) Uh-huh! Someone's been sleeping in my bed.

Mama Bear--Someone's been sleeping in my bed.

Baby Bear--Someone's been sleeping in my bed, and there she is! (Goldilocks gives a scream. Bears growl.)

Goldilock's Mother--You can imagine, Judge, how frightened my little Goldilocks must have been.

Judge--But what about the Bears? Goldilocks went into their house without permission, broke Baby Bear's chair, ate his soup, and went

to sleep on his bed. Do you think that was right?

Goldilock's Mother--No, not at all, Judge. I'm sure Goldilocks won't act that way anymore.

Judge--And what do you say, Goldilocks? Would you want some one to come in you house and do to your things what you did to the Bears' things?

Goldilocks--No, I would not, Judge. I see now that what I did was wrong. I broke the law, and I am sorry.

Judge--I believe you are. Just remember from now on to respect the rights of others and to respect the law.

Goldilocks--I will, Judge, I will.

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 6 Lesson # 6

Career Education Concept : All kinds of work are interdependent and should benefit society.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

SOCIAL STUDIES

Research
Police in other countries.

Before starting this international adventure, Make sure children understand what the police do in our community:

1. Enforce law that protect people's lives and property.
2. Regulate traffic to insure safety of people and vehicles.
3. Solve crimes.

Follow this pattern of operation with variations when needed:

1. Teacher would name a country and share exciting information she had found. (possible countries- Canada, France, England, Switzerland, Sudan, Somalia, Puerto Rico)

2. The children can search for more information in story books, encyclopedias, and in pictures.

3. Each country can be located on a globe. The positions fo the countries in relation to each other were noted on a large world map. Also identify position in relation to north, south, east and west.

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 6 Lesson #

Career Education Concept : Suggested filmstrips and films useful with Unit 6, from the handbook of Washington County Resource Center - Social Sciences: Concepts and Values

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

Box	Film (16mm)	Title
	151	Indian Influence in the U.S.
	88	Kentucky Pioneers
	543	The Pilgrims

Box	Filmstrip	Title
	90	How Government Helps the People
	91	How Laws Protect the Citizen
	2066	What Our Taxes Do For Us
	588	The Colonists Are Freedom Living
	589	Colonial Freedom Are Threatened

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 7 Lesson # 1-4

Career Education Concept : All kinds of work are interdependent and should benefit society.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	ART 1. (p. T-265) Collage What people in our community help us to live healthier, longer lives? Possible responses: Doctors, nurses, dentists, garbage collectors, street cleaners, research scientists and technicians, and Public Health officials. LANGUGAE ARTS 1. Research- Using some of the famous men who fought for our freedom and formulation of our government, find what jobs they did besides soldiering and government. Example: George Washington soldier-plantation owner President-surveyor 2. Research- What businesses were the colonists engaged in that were objected to by England? RESOURCE PEOPLE 1. Resource People- Have a representative from each branch of the service speak and answer questions about being a member of the armed forces today. Maybe give the history of his particular branch. May call upon 1) Family Member 2) Recruiting Service 3) Reserve Unit 4) National Guard 5) Recently Retired Personnel	

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 7 Lesson # 1-4

Career Education Concept : People need to work to preserve and advance society.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	SOCIAL STUDIES 1. Investigation- If our country were still ruled by another government (England) how would the types of jobs and the opportunity to choose your job be affected? 2. Comparison- Compare the soldiers of Colonial Days with present day armed forces: 1. Reasons for being in the service. 2. How much pay received. 3. Types of equipment. 4. Compulsory or volunteer. 3. (T-287) Discussion How do people in your community communicate? Discuss occupations connected with communications. 4. Field Trip Visit a local radio station and TV studio. What might the child expect to see here? Follow-up with pictures. List all the workers needs to operate a TV studio or radio station.	

CAREER EDUCATION ACTIVITY SHEETS

Level 3 Unit 7 Lesson #

Career Education Concept : Suggested films and filmstrips useful within Unit 7, from handbook of Washington County Resource Center- Social Science: Concepts and Values

Check Activities Used	Suggested Activities			Teacher Comments And Suggested Changes
	Box	Filmstrip	Title	
		144	English Settlement and Colonial Conflict	
		260	How We Learn About the Past	
		589	Colonial Freedoms Are Threatened	
		821	Colonial Freedoms Are Threatened	
		590	Fighting Begins in the North	
		822	Fighting Begins in the North	
		591	Independence Is Declared	
		823	Independence Is Declared	
		592	War in the Middle Colonies and the N.W.	
		824	War in the Middle Colonies and the N.W.	
		593	War on the sea and in the South	
		825	War on the sea and in the South	
		594	Writing the Constitution	
		826	Writing the Constitution	
		1240	A Nation Is Born	

MATCHING

Match the job with the word that goes with it.

JOB	WORD
Auto racer	Car
Animal trainer	Lion
Artist	Picture
Actor	Stage
Astronaut	Moon
Ambulance driver	Hospital
Florist	Flower
Fisherman	Net
Fruit grower	Tree
Fur worker	Skin
Farmer	Seed
Furniture maker	Wood
Furniture polisher	Cloth
Football player	Field
Hairdresser	Comb
Horseback rider	Horse
Hat maker	Needle
House wrecker	Truck
Hothouse worker	Plants
Handyman	Tools
Pilot	Plane
Player	Piano
Postman	Mail
Printer	Ink
Plumber	Pipe
Painter	Brush
Peach grower	Tree

A - B - C Order

Put these words in a, b, c order.

1. engineer, ear, electrician, eye, entertainer, egg
2. glove, glass, glue, grape, gardener, garbage, grain, garage, gum
3. mover, milkman, marine, movie, meat, mink, musician, mailman, mill, messenger
4. parking, piano, postman, printer, plumber, painter, peach, policeman, paperman
5. tailor, trainman, teamster, trucker, teacher, toolmaker, trashman, tinsmith
6. watchman, weatherman, wrestler, weaver, writer, wrapper, wine maker, washer

WORKERS A - Z

"A"

Author
Actor
Air-hammer operator
Artist
Ambulance driver
Animal trainer
Airport workers
Apple grower
Astronaut
Art director
Armed services
Auto racer
Automobile salesman
Accountant
Advertising worker
Auto mechanic
Airline pilot
Anthropologist
Architect
Agronomist
Air conditioning
Airline stewardess

"B"

Butcher
Bricklayer
Bowling alley helper
Banker
Basketball player
Builder
Baby sitter
Beekeeper
Buyer
Beautician
Bookkeeper
Baker
Boiler operator
Bus driver
Biologist
Businessman
Barker
Biochemist

"C"

Cartoonist
Chemist
Chiropractor
Counselor
Controller
Clergyman
Clock maker
Cafeteria helper
Circus worker
Cartographer
Composer
Commercial artist
Clerk
Carpenter
Conservationist
Cement mason
Candy maker
Checkout clerk
Cleaner

"D"

Dentist
Dietician
Dental Hygienist
Dental technician
Draftsman
Detective
Dishwasher
Drug store worker
Driver
Dancer
Dairy worker
Doctor
Dog trainer
Drummer
Driller
Delivery man
Dock worker
Dispatcher

"E"

Electrician
Engineer
Ear doctor
Eye doctor
Entertainer
Egg sorter
Economist
Editor
Engraver
Electronic technician

"F"

Florist
Funeral Director
Fireman
Factory Inspector
Factory Machine Operator
Furniture maker
Football player
Fur worker
Farmer
Fisherman
Forester
Fashion Designer
Flag maker
Fruit grower
Fence builder
Foundry worker

"G"

Geologist
Garbage collector
Guard
Gardener
Glazier
Glass maker
Gum maker
Government workers
Gas station helper
Grocer

"H"

Hairdresser
Hotel manager
Hospital orderly
House painter
Housekeeper
Hygienist
Handyman
Historian
Hammersmith
Hand assembler
Horticulturist
Homemaker

"I"

Interior decorator
Inventor
Insurance man
Insect sprayer
Iron worker
Income Tax man

"J"

Journalist
Janitor
Junkman
Judge
Jailer
Jeweler
Jockey
Jumper

"K"

Knitter
Key punch operator
Key Maker
Kennel owner

"L"

Lawyer
Librarian
Locksmith
Laundromat helper
Lather
Longshoreman
Lighthouse keeper
Laundry helper
Lobster catcher
Landscaper
Linguist

"M"

Miner
Movie star
Mover
Meat packer
Musician
Mail sorter
Mail carrier
Milkman
Metallurgist
Millwright
Marine
Mill worker
Messenger
Music teacher
Mathematician
Modeling
Mortician
Machinist
Meteorologist

"N"

Nurse
Navigator
Notary Puplic
News reporter
Nursery helper
Nursemaid

"O"

Optometrist
Optician
Officer
Oboe player

"O"

Orderly
Oceanographer
Office worker
Oilwell worker
Orchestra leader

"P"

Psychologist
Postman
Policeman
Plumber
Purchasing agent
Pilot
Printer
Poultry worker
Pipe fitter
Physician
Physicist
Painter
Playwright
Photographer
Proof reader
Post office helper
Political Scientist
Politician

"Q"

"R"

Restaurant worker
Real Estate Salesman
Ranger
Radio announcer
Roofer
Road builder

"S"

Service station attendant
Social worker
Secretary
Scientist
Steel worker
Shoe repairman
Sanitation worker
Sawmill worker
Speech pathologist
Singer
Surveyor
Soldier
Sailor
Shipbuilder
Sewer worker
Skin diver
Saxophone player

"T"

Teacher
Translator
Television Serviceman
Taxi driver
Truck driver
Typist
Tailor
Tractor operator
Toy maker
Tool and die maker
Telephone operator
Telephone repairman
Trash collector
Teamster
Trainman
Toolmaker
Tinsmith
Television announcer
Tannery gummer

"U"

Urban planner
Usher
Union worker
Undertaker
U.S. government work

"V"

Vice president
Vice principal
Voice teacher
Violinist
Veterinarian
Vocational counselor

"W"

Writer
Welder
Wholesale salesman
Wine maker
Welfare worker
Weaver
Wrestler
Weatherman
Watchman
Wrapper

"X"

X-ray man
Xylophone player

"Y"

Youth leader
Yardman
Youth corp worker

"Z"

Zoo keeper
Zipper maker
Zither player

Third Grade Index

Art

Bulletin board - 1
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Workshop							

Gloria French
Pat Maynard